15: Khadduri S-4 (no date) 1951 MDl Syria MDl

Arab heritages, equipped with knowledge, aware of its duties and obligations, working for the general welfare, imbued with the spirit of collaboration and fraternity among all citizens." (Article 28.) To achieve these ends the State undertakes to supervise all educational institutions in the country and to formulate educational policy and plans, the composition and functions of which are to be defined by law. State alone has the right to grant and to standardize school certificates. Further, a Board of Education is to be set up to formulate educational policy and plans, the composition and functions of which are to be defined by law.

Military service is compulsory, the justification being that the defense of the country is a "sacred duty" and that the Army is the guardian of the Fatherland. The family is the basis of society and is to be protected by the State. The State protects and encourages marriage and endeavors to remove the material and social obstacles which hinder it.

The transitional provisions of the Constitution specify that within ten years from its coming into force illiteracy must be eliminated from the country. Another provision relates to the formulation of a plan for the gradual settlement of the tribes.

Finally, the Constitution stipulates that no amendment is to be made for two years. Thereafter the Constitution may be amended either by a proposal from the President with the approval of the Cabinet and Parliament if one-third of its members submit an application to this effect. Parliament will then consider the proposed amendment; if approved by an absolute majority, it is considered approved as a motion. If it is rejected, the rejection is final and no application for the amendment of the same article can be submitted again for one year. Six months after the adoption of a motion in favor of amendment, Parliament can begin to discuss the proposed alteration. A two-thirds majority is required for approval.

APPRAISAL

The Syrian Constitution of 1950 clearly reflects the influence of both the new European constitutions and the recent course of Arab nationalism. The socialistic trends reflect a realization of the need of rebuilding the social-economic system, which had

3:Royal Institute of International Affairs U-4 (no date)1954 M1 Middle East
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Europe and with the United States; but Lebanon has not moved out of step with the Muslim states around her, and she has followed the Arab League line over Palestine and in Egypt's quarrel with Britain and has not agreed to join a Middle East [illegible] Four aid from the United States.

The main issue of external policy which exercises the Lebanese is the extent of the country's co-operation with Syria and the other Arab states. Some Christians advocate withdrawing the frontiers of the Republic to those of the old Sanjaq of Lebanon together with Beirut; some Muslims want Lebanon to reunite with Syria, and between these extremes discussion still continues. The disagreement with Syria is economic rather than political, but it might gain political significance if Lebanon were to feel isolated to the point at which she felt compelled to come to terms with Israel. At the moment, this is unlikely because Lebanon's friendship with the NATO Powers is good security against possible incursions of enemies or friends.

Armed Forces[1]

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Syria has compulsory military service of eighteen months and, since Shishakli's advent, the draft net is being cast over many who previously escaped. The armed services consume each year a growing share of the budget—in 1951–2 they took 40 per cent of the total—and in 1952 there were compulsory collections for the army. The army is grouped in five brigades, each of rather less than 10,000 men, and has tanks, armoured cars, and light, medium, and anti-aircraft artillery and searchlights. Much of the equipment came from France and, though the best then obtainable, is of doubtful serviceableness. However, Colonel Shishakli is determined to give the army good equipment, and a factory for minor armaments exists near Damascus. German instructors are used by the army and air force and are helping to produce light armaments. The air force is part of the army; jet aircraft have been received from Britain and the air force still operates two Dakotas taken over from Syrian airways. The armed gendarmerie had its own esprit and fought well in Palestine; it is now under army control as are the police and the force used for bedouin control.

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The Lebanese army is about a brigade strong and includes a regiment of chasseurs-ski troops. Lebanese officers have had instruction with the British Army and there is an RAF mission with the Lebanese air force who are using jet trainers.

[1] In the following sections the two countries are considered together.

44-Matthews and Akrawi S,G-3 (1945-1946)1949 MI Middle East
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873 These are the highlights of the new secondary-school regulations. In
876 addition, the regulations give detailed provisions for admission of pupils and their transfer from one school to another, duties of students, absences, courses of study, and methods of teaching. The teachers are exhorted to use "active" methods in teaching and not to have students be mere listeners, and to encourage them to engage in free activities, such as reading, art, ness. In girls schools, studies are directed toward hoitic' iecos 'ana tne "duties of motherhood." The regulations also set down provisions for the discipline of pupils, for the guidance of the administrative and teaching staffs as well as school committees and councils, and for relations with the parents. A staff council must meet at least three times a year, and subject committees must meet once a month. A disciplinary committee and a purchasing committee are also provided for.

[702] A special decree prescribes compulsory military training for boys in the fifth and sixth years, and empowers the Ministry of Education to arrange for military training groups in nonpublic schools requesting it, and in the University.

Another decree abolishes the posts of special monitors (*surveillants*) for keeping order and discipline in the schools, which hitherto had been the practice borrowed from France, and puts the responsibility for discipline and order on the principals, their assistants, and the teachers.

Another decree fixes the maximum teaching load for teachers in secondary and vocational schools. Teachers of the special subjects, such as art, music, manual arts, physical education, domestic science, penmanship, and typing, teach up to twenty-four periods a week. Teachers of the other subjects in intermediate and vocational schools have a maximum load of twenty periods a week, while those teaching in preparatory classes and teachers colleges have a load of eighteen periods. Principals and their assistants are also required to teach a minimum ranging from three periods a week for a principal of a boarding school to ten periods for an assistant principal in a day intermediate or vocational school.

THE SECONDARY COURSE OF STUDY

873 The time allotment for the various subjects of the secondary course of study is given in Table 63. A total of thirty-four periods a week is maintained throughout the six years. Each period is forty-five minutes. The program for the first four years is the same for all students except that girls receive instruction in domestic science whereas boys are allowed periods for free activities. A choice between French and English is allowed in foreign languages.